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AUTHOR Johns, Jerry; Schlesinger, Joelle
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ABSTRACT

Focusing on recent research and strategies for the remedial reader, this FAST Bib offers a 27-item list of annotated selections. It includes sections on overview and research, suggestions for reading specialists, strategies and activities for classroom teachers, and strategies for assisting adults. All selections in the bibliography date from 1987 through 1989. (NKA)

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Remedial Reading

by Jerry Johns and Joelle Schlesinger

This *FAST Bib* focuses on recent research and strategies for the remedial reader. Included is an overview and recent research, resources on specific strategies for the reading specialist in a pull-out situation, and citations for suggestions and activities for the classroom teacher working with remedial readers. The fourth section contains sources with strategies for those working with the adult remedial reader.

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Overview and Research

Balajthy, Ernest; Weisberg, Renee. "Effects of Transfer to Real-World Subject Area Materials from Training in Graphic Organizers and Summarizing on Developmental College Readers' Comprehension of the Compare/Contrast Text Structure in Science Expository Text." 1988. 29p. [ED 300 771]

Determines whether less able readers could use the strategies they had been taught by investigating the transfer effects of training in the use of graphic organizers and summary writing on readers' recognition of the compare/contrast text structure. Finds that transfer of training to real-world tasks did occur at each of the ability levels tested.

Eldredge, J. Lloyd. "Improving the Reading Comprehension Skills of Poor Readers," *Reading Horizons*, v29 n1 p35-42 Oct 1988.

Addresses the negative effects of poor decoding on reading comprehension, and reviews successful remedial strategies used with poor readers. Proposes an extensive exposure to printed discourse as well as phrase and sentence reading used in successful remediation as keys to improving poor readers' comprehension.

Fowler, Will. "Decoding Skills and the Remedial Reading Program." 1988. 14p. [ED 302 811]

Identifies the poor reader and offers assistance for that student. Points out that recent research has shown that phonics instruction is important in the early stages of reading, but some students simply do not learn the decoding skills to advance their reading skills. States that explicit phonics instruction appears not to work beyond the second grade, so other remediation techniques, such as computer-assisted instruction, peer tutors, and the "vowel-sound-stick" method, should be implemented.

Kersting, Frank; Ferguson, Janice. "Narration in Reading Remediation." 1988. 21p. [ED 299 536]

Examines the whole-part application of the language experience approach to reading as used for students whose reading development is severely delayed. Finds that the language experience approach could prove to be a viable technique

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in reading instruction for prereaders, readers, and illiterate adults.

Lesiak, Judi. "Supplementary Materials for Improving the Comprehension Skills of Middle Grade Students," *Reading Improvement*, v25 n1 p60-66 Spr 1988.

Reviews 13 supplementary reading material series that are useful for providing instruction and practice with a variety of comprehension skills. Includes evaluative comments for each series, noting series' emphases, levels, and publisher.

Pany, Darlene; McCoy, Kathleen M. "Effects of Corrective Feedback on Word Accuracy and Reading Comprehension of Readers with Learning Disabilities," *Journal of Learning Disabilities*, v21 n9 p546-50 Nov 1988.

Describes research in a repeated measure design using third-grade students with learning disabilities who read under three treatment conditions: corrective feedback on every oral reading error, correction on meaning change errors only, and no feedback regardless of error. Finds that corrective feedback on oral reading errors improved both word recognition accuracy and reading comprehension.

Pikulski, John J. "Questions and Answers," *Reading Teacher*, v42 n2 p159 Nov 1988.

Refutes the notion that remedial readers are unable to use context clues, arguing that poor readers simply have difficulty with automatic word identification. Suggests three approaches to heighten students' sensitivity to the use of context clues.

Schunk, Dale H.; Rice, Jo Mary. "Learning Goals during Reading Comprehension Instruction." 1988. 24p. [ED 296 294]

Investigates the effects of goal setting on children's self-efficacy and skillful performance during reading comprehension instruction. Uses fourth and fifth graders who had regularly received remedial reading comprehension instruction and a pretest consisting of a self-efficacy test assessing their perceived capabilities for correctly answering different types of questions. Assigns subjects randomly to process goal, product goal, and instructional goal groups. Results supported the theory that providing students with a specific learning goal can have important effects on achievement behaviors.

Stevens, Robert J. "Effects of Strategy Training on the Identification of the Main Idea of Expository Passages," *Journal of Educational Psychology*, v80 n1 p21-26 Mar 1988.

Tests different methods of teaching how to identify the main idea of expository paragraphs, using 47 remedial reading sixth and eleventh graders. Includes strategy training, classification training, combined training, and practice only. Reports that strategy training improved performance; classification training improved performance only for same-content material.

Suggestions for Reading Specialists

Allington, Richard L.; Broikou, Kathleen A. "Development of Shared Knowledge: A New Role for Classroom and Specialist Teachers," *Reading Teacher*, v41 n8 p806-11 Apr 1988.

Suggests that the lack of coherence between remedial programs and regular classrooms impedes the progress of students with reading difficulties. Provides an outline for an instructional program in which classroom and specialist teachers collaborate to provide the learner with coherent and balanced instruction.

Gray, Elizabeth. "Identification and Intervention Strategies for Preschool, Kindergarten, First and Second Grade Children at Risk for Reading Difficulties." 1988. 31p. [ED 297 512]

Identifies essential characteristics of reading and reading acquisition, explains difficulties in learning how to read, explores variables within the individual child which may later affect reading skills, and outlines the implications for at-risk children. Discusses literacy acquisition goals and three areas of possible deficits. Suggests strategies for improving reading skills.

Ignoffo, Matthew. "Improve Reading by Overcoming the 'Inner Critic,'" *Journal of Reading*, v31 n8 p704-08 May 1988.

Presents a technique using self-image psychology that enables remedial students to improve their reading and vocabulary skills as they improve their attitudes about their own abilities.

Martin, Tony. "Frightened of Books: Working with Reading Failures," *Reading*, v22 n1 p15-24 Apr 1988.

Describes how a remedial reading teacher helped a nine-year-old nonreader progress toward becoming a reader. Points out the importance of

increasing the student's confidence, gaining trust, and providing remedial instruction which is closely connected with other areas of the student's life.

Mossburg, Jacqueline. "A New Approach to an Old Problem: Remediation Not Just Another Pull-Out," *Reading Teacher*, v42 n4 p342-43 Jan 1989.

Describes a remediation program designed to promote students' self-confidence, in addition to promoting fluent reading and enhancing comprehension. Notes that the program uses real books with meaningful language patterns, presented so that each student experiences success.

Pinnell, Gay Su. "Holistic Ways to Help Children at Risk of Failure," *Teachers Networking: The Whole Language Newsletter*, v9 n1 p1,10-12 Fall 1988. [ED 301 853]

Describes Reading Recovery, a program based on the principle that children learn to read by reading and that the focus of reading is always on meaning. Reports the successes of the program.

Strategies and Activities for Classroom Teachers

Herrmann, Beth Ann. "Two Approaches for Helping Poor Readers Become More Strategic," *Reading Teacher*, v42 n1 p24-28 Oct 1988.

Describes two approaches—direct explanation and reciprocal teaching—for helping poor readers understand how the reading process works and how to study and learn from a text. Explains how to plan a lesson, and offers two samples.

Howard, Donald E. "Modifying Negative Attitudes in Poor Readers Will Generate Increased Reading Growth and Interest," *Reading Improvement*, v25 n1 p39-45 Spr 1988.

Examines a remedial reading program for grades four and five. Claims that a reading program featuring oral language, good children's literature, interesting reading activities, writing, and attractive reading incentives in an informal classroom structure can change negative reading attitudes and improve reading abilities.

"Practical Teaching Ideas (In the Classroom)," *Reading Teacher*, v42 n3 p256-64 Dec 1988.

Describes the following teaching ideas: note writing; books supplementing a unit on measuring; parents' activities calendars; quick phonics inventory; map reading; language experience chart stories; predicting activities with titles; summer mail for learning disabled students; role playing; teaching guides for novels; sentence transformation; and recorded and big books.

Sanacore, Joseph. "Independent Reading for Remedial and At-Risk Students: The Principal Can Make a Difference." 1988. 20p. [ED 298 468]

Contains information on how the principal can make a major difference in the lives of remedial and at-risk students. Lists several useful suggestions and methods for children who are at risk of failing.

Sellers, Gayla. "Vowel-Sound-Stick: Word Attack for Secondary Remedial Students," *Journal of Reading*, v32 n1 p42-45 Oct 1988.

Describes a technique called "vowel sound stick," which uses students' limited abilities in phonics, with an emphasis placed on syllabication to give the remedial reader a simple method of word attack.

Zipperer, Anita. "Using Content-Oriented Materials to Fill the Gaps in Students' Knowledge," *Wisconsin State Reading Association Journal*, v31 n2 p45-48 Win 1987.

Suggests that many reading problems may be caused by insufficient background knowledge rather than lack of reading skills. Provides suggestions about how teachers can integrate concepts and materials from social studies into their reading lessons to build students' background knowledge.

Strategies for Assisting Adults

Balajthy, Ernest; Waring, Eileen Whitcraft. "Dyslexia and the College Student." 1988. 24p. [ED 297 313]

Identifies research on techniques of formal and informal assessment, psychological and social factors, and remediation programs. Suggests that the causes of reading disabilities are multiple, arising largely from educational and social contexts outside the individual.

LaPaglia, Nancy. "Humanities 100: A Remedial Course That Uses a Children's Literature Anthology as the Text." 1988. 14p. [ED 301 252]

Describes a major problem in remedial courses: finding a valid textbook that underprepared students can read. Contains information on an anthology which allows the class to begin on any level using the stories that cover a variety of subjects and evoke a wide range of feelings, representing worthwhile, world-class literature. Reports that the students do not seem to be embarrassed to read children's stories, in part because the book is an actual college text and also because students are encouraged to read aloud to children.

McGlinn, James E. "Essential Education in the Reading Class," *Journal of Developmental Education*, v12 n2 p20-22, 24 Nov 1988.

Advocates teaching remedial reading in the context of the liberal arts. Identifies problems with developmental reading texts. Recommends the use of remedial reading materials that address socially and culturally significant topics appropriate for college-level study. Offers a sample lesson sequence illustrating the simultaneous acquisition of skills and content.

Reed, Keflyn X. "Expectation vs. Ability: Junior College Reading Skills," *Journal of Reading*, v32 n6 p537-41 Mar 1989.

Compares freshmen students' perceptions of their reading abilities with their actual abilities and their cumulative grade point averages. Concludes that students' perceptions of their abilities were independent of their actual reading abilities, and students with the least accurate perceptions had the lowest cumulative grade point average after one year.

Sollisch, James. "Collaborative Learning: At the Intersection of Reading, Writing, and Response," *Teaching English in the Two-Year College*, v15 n2 p99-104 May 1988.

Argues that reading should be taught as a process. Suggests sources for information on the active reading process (missing in most textbooks). Describes a method for integrating the reading process and collaborative learning in a college writing class.

Whitt, Mary F. "The Metacognition Process and Its Relationship to Reading, Problem-Solving and Comprehension Instruction for Developmental Students in Institutions of Higher Education." 1988. 17p. [ED 299 543]

Reviews current research on metacognition. Demonstrates an awareness of and attention to problems developmental readers face using metacognitive skills during instruction that may serve to reduce these readers' tendency to practice improper learning behavior, thereby improving their problem-solving efforts.

ERIC Clearinghouse on
Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
2805 East Tenth Street
Bloomington, IN 47405
(812) 855-5847

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